

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**  
**DIPLOMA IN SECONDARY EDUCATION EXAMINATION**  
**CURRICULUM AND TEACHING**

764

**Time: 3 Hours**

**ANSWERS**

**Year: 2007**

**Instructions**

1. This paper consists of section A and B.
2. Answer all questions in section A and four questions from section B.

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1. Write short notes on the following:

(a) A teacher's guide is a reference material designed to assist teachers in planning, delivering, and evaluating lessons. It provides instructional strategies, lesson plans, assessment methods, and additional resources to ensure effective teaching and learning. It also aligns the curriculum with the objectives and expected learning outcomes.

(b) Supplementary reading materials are additional resources that support and enhance learning beyond the main textbook. They include storybooks, journals, magazines, newspapers, and online articles that provide diverse perspectives, deeper explanations, and more practice on a subject. These materials help improve comprehension, critical thinking, and engagement with the content.

2. The curriculum decision-making bodies in Tanzania include the Ministry of Education, Science, and Technology, the Tanzania Institute of Education (TIE), the National Examination Council of Tanzania (NECTA), and other stakeholders such as teachers and educational researchers. The Ministry of Education oversees policy formulation and implementation, while TIE is responsible for curriculum design and review. NECTA ensures assessment and evaluation of learners' achievements. Teachers and stakeholders contribute by providing feedback and suggestions for curriculum improvements.

3. A teacher should use teaching aids in the classroom teaching and learning process for the following reasons. Teaching aids enhance understanding by making abstract concepts more concrete and relatable. They increase student engagement and motivation by creating an interactive learning experience. They cater to different learning styles, ensuring that visual, auditory, and kinesthetic learners grasp concepts effectively. They improve retention and recall by associating learning with visual and practical experiences.

4. Instructional media refers to tools and materials used to facilitate teaching and learning by delivering instructional content effectively. It includes visual, audio, and interactive resources such as videos, charts, models, projectors, and digital platforms. The principles of using instructional media include relevance, where the media should align with the lesson objectives and content. Clarity, ensuring that the media is clear, understandable, and free from ambiguity. Interactivity, allowing students to engage with the media for better comprehension. Accessibility, ensuring that all learners can access and use the media without difficulty.

5. Having curriculum goals and instructional objectives in the education system is important because they provide a clear direction for teaching and learning by outlining what students are expected to achieve. They ensure consistency in educational content, allowing standardization across different schools and levels. They guide teachers in selecting appropriate teaching methods, materials, and assessments. They help in evaluating student progress and determining the effectiveness of teaching strategies in achieving the desired learning outcomes.

6. Teacher Resource Centre (TRC) and School Resource Centre (SRC) differ in several ways. TRC serves a broader audience, including multiple schools and educational institutions, while SRC operates within a single school. TRC provides professional development resources for teachers, such as workshops, training, and research materials, whereas SRC mainly offers learning resources for students and teachers. TRC is often managed by regional or district education offices, while SRC is managed by the school administration.

TRC focuses on curriculum support and innovation, whereas SRC provides direct teaching and learning materials like books, charts, and projectors.

7. A good instructional objective has the following characteristics. It is specific, meaning it clearly states what the learner should achieve at the end of the lesson. It is measurable, allowing for assessment and evaluation of whether the objective has been met. It is achievable, ensuring that it is realistic and within the learner's capability. It is time-bound, specifying the timeframe within which the objective should be accomplished.

8. The formal curriculum has several limitations. It is rigid and does not easily adapt to changing educational needs and societal developments. It focuses mainly on academic subjects, often neglecting vocational and life skills necessary for practical application. It does not fully accommodate individual differences, as it assumes that all students learn at the same pace and in the same way. It relies heavily on examinations as a measure of learning, which may not accurately reflect a student's overall abilities and understanding.

9. A good lesson plan has the following characteristics. It has clear objectives that specify what students should learn and be able to do by the end of the lesson. It includes appropriate instructional methods and activities that engage learners and facilitate understanding. It incorporates assessment techniques to measure student progress and understanding. It allows for flexibility, enabling the teacher to make adjustments based on students' needs and classroom dynamics.

10. Discuss five (5) ways in which curriculum orientation is significant in the curriculum development process.

Curriculum orientation ensures that the curriculum aligns with societal needs by addressing economic, cultural, and technological changes to prepare students for real-world challenges.

It helps in defining clear learning objectives by establishing specific educational goals that guide teaching, learning, and assessment practices.

It enhances teacher preparedness by providing educators with the necessary knowledge and skills to implement the curriculum effectively.

It facilitates continuous curriculum improvement by allowing feedback and modifications based on educational research and changing demands.

It promotes inclusivity by considering diverse learners' needs, ensuring that the curriculum accommodates different learning abilities and backgrounds.

11. Explain the major criteria for selecting teaching and learning materials.

Teaching and learning materials should be relevant, meaning they must align with the curriculum objectives and subject content to ensure they effectively support learning.

They should be age-appropriate, considering the cognitive and developmental levels of learners to facilitate better understanding and engagement.

They should be cost-effective, ensuring affordability and availability to both teachers and students without compromising quality.

They should be culturally appropriate, reflecting the learners' backgrounds and experiences to enhance relatability and comprehension.

They should be durable and sustainable, allowing repeated use over time without easily wearing out or becoming obsolete.

12. As a teacher, how would you reduce your learner's fear of your subject in the classroom?

I would create a supportive learning environment by encouraging open communication, positive reinforcement, and eliminating negative criticism to build student confidence.

I would use engaging teaching methods such as storytelling, games, and real-life applications to make the subject more interesting and relatable.

I would provide step-by-step guidance by breaking down complex concepts into simpler parts, making learning more manageable for students.

I would encourage active participation by allowing students to ask questions, share their ideas, and engage in group discussions to increase confidence and involvement.

I would use varied assessment methods such as projects, presentations, and quizzes instead of solely relying on high-stakes exams to reduce anxiety and fear of failure.

13. Discuss the constraints of each of the types of teaching practice listed below:

(i) Single Lesson Teaching Practice.

Single lesson teaching practice is limited in time, making it difficult for student teachers to fully implement and assess the effectiveness of their teaching strategies. It does not provide enough experience in managing classroom dynamics and addressing diverse student needs. It may lead to nervousness and lack of confidence due to limited exposure to real teaching situations. It offers minimal opportunities for reflection and improvement since there is little room for feedback and multiple trials.

(ii) Peer Group Teaching Practice.

Peer group teaching practice lacks real classroom experience since it involves fellow student teachers rather than actual learners. It may not accurately reflect classroom challenges such as managing student behavior and addressing learning difficulties. It can result in biased feedback since peers may not critically evaluate each other's teaching methods. It does not expose student teachers to the diverse abilities and backgrounds of real students.

(iii) Micro-teaching Practice.

Micro-teaching practice is limited in scope, focusing on specific teaching skills rather than the full classroom experience. It does not provide exposure to the complexities of full lesson planning, assessment, and classroom management. It involves artificial settings, making it difficult to simulate real teaching conditions. It may cause anxiety among student teachers since they are being observed and evaluated closely by their peers and instructors.

14. Discuss five (5) techniques that a teacher can use in managing and controlling a class without using corporal punishment.

A teacher can use positive reinforcement by praising and rewarding good behavior to encourage students to follow rules and participate actively in class.

A teacher can establish clear rules and expectations at the beginning of the school term, ensuring students understand acceptable behavior and consequences.

A teacher can use engaging teaching methods such as interactive discussions, group work, and educational games to maintain students' interest and prevent disruptions.

A teacher can employ non-verbal cues like eye contact, hand signals, and proximity to address minor misbehavior without interrupting the lesson.

A teacher can implement conflict resolution strategies by encouraging dialogue and problem-solving to address student disputes and behavioral issues peacefully.

15. In the teaching and learning process, involving the learner is of paramount importance. Critically discuss the concept of interactive teaching and explain five (5) benefits of the learners' participation in the teaching and learning activities.

Interactive teaching is a student-centered approach where learners actively engage in the learning process through discussions, problem-solving, group activities, and hands-on experiences. This method encourages collaboration, creativity, and critical thinking rather than passive memorization of content.

Learners' participation enhances understanding by allowing students to explore concepts practically, making learning more meaningful and relatable.

It improves retention by engaging multiple senses and cognitive processes, helping students remember and apply knowledge effectively.

It boosts confidence by giving learners opportunities to express their ideas, answer questions, and take part in discussions, reducing fear of making mistakes.

It develops critical thinking and problem-solving skills by challenging students to analyze, question, and evaluate information rather than simply accepting facts.

It fosters teamwork and communication by encouraging group activities where students learn to collaborate, listen, and share ideas effectively.

16. "Improvisation of teaching and learning materials in Tanzanian schools is necessary". Discuss.

Improvisation of teaching and learning materials is essential due to the limited availability of textbooks, laboratory equipment, and other educational resources in many Tanzanian schools.

It promotes creativity and innovation among teachers by encouraging them to use locally available materials such as charts, models, and recycled objects to enhance learning.

It makes learning more practical and relatable as students can connect concepts with real-life objects and experiences, improving their understanding.

It reduces the cost of education by minimizing dependency on expensive imported materials, making learning accessible to all students regardless of their financial background.

It ensures continuity in the learning process by providing alternative materials when conventional resources are unavailable, preventing disruptions in education.